



Beamont Collegiate Academy

LITERACY POLICY

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1.0 RATIONALE

- 1.1 Literacy is the ability to speak, listen, read and write at a sufficiently competent level to communicate thoughts, ideas, feelings and opinions clearly, meaningfully and imaginatively when appropriate. It is also the ability to be able to organise language effectively and appropriately for both purpose and audience. It is considered to be a basic skill and a fundamental human right by most countries in the world. Literacy is one of the most important skills a person can have, it is central to learning and it is therefore essential that all staff, pupils and parents are aware of the Literacy Policies and promote these wherever possible to enable students to access the curriculum as fully as possible.

At Beamont Collegiate Academy outstanding learning shows high levels of literacy across the curriculum and around the academy. We believe in the fundamental principle that Literacy is the key to improving learning and raising standards; it enables pupils to access all subjects, to read for information and pleasure, to communicate confidently and effectively and to prepare for the adult world, future studies and employment. This policy has been discussed and agreed by all teaching and support colleagues.

2.0 PURPOSE

- 2.1 Literacy is a whole school responsibility. All members of the school community are expected to support and promote the drive to raise the standards of literacy within the school by employing consistent approaches and expectations across the school.
- 2.2 Students should be taught to express themselves clearly in both speech and writing and to develop reading skills. They should be taught to use grammatically correct sentences and to spell and punctuate in order to communicate effectively in written English. Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects.
- 2.3 Reading helps students to learn from sources beyond their immediate experience; writing helps them to sustain and order thought; language helps them to reflect,

revise and evaluate the things they do, and on the things others have said, written or done; responding to higher order questions encourages the development of thinking skills and enquiry; improving literacy and learning has an impact on pupils' self- esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

3.0 POLICY AIMS

- 3.1 To adopt a whole-school approach to literacy across the curriculum
- 3.2 To enable all pupils to attain at least minimum expected standards by age 16 in the key literacy skills of reading, writing, speaking and listening.
- 3.3 To support the development of literacy skills throughout the curriculum
- 3.4 To raise staff awareness of key literacy strategies through CPD meetings and through the dissemination of good classroom practice
- 3.5 To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning
- 3.6. To support the development of literacy through the deployment of a range of resources in the school e.g. Library, ICT suites, ipads
- 3.7 To identify specific roles and responsibilities within the school with regard to the development of literacy work
- 3.8 To establish procedures for monitoring literacy across the curriculum

4.0 STRATEGIES

4.1 Reading

Across the whole curriculum teachers will provide activities for pupils to:

- a) read and follow written instructions
- b) read independently as well as reading together
- c) read to explore meaning and to develop understanding
- d) learn how to use a range of reading strategies including skimming, scanning sifting and selecting
- e) read to take notes from a text

- f) learn how to use a range of contextual clues to establish meaning including indexes, glossaries, illustrations, headings, etc.
- g) learn how to select from written material, reformulate, question and challenge what they read in books, encyclopaedias, and newspapers or from ICT sources
- h) where appropriate, attention will be paid to developing higher order reading skills, e.g. awareness of bias, inconsistency and the articulation of alternative interpretations of what has been read
- i) Teachers will provide reading material of high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for age and ability of the pupils.
- j) Opportunities should be created for teachers to refer to pupils' use of reading in assessments and reports for all curriculum areas.
- k) Tutors will follow the whole school tutorial programme to ensure they and their students read during registration.
- l) Teachers should model reading strategies and develop a reading for pleasure culture across the academy

4.2 Writing

Across the curriculum teachers will provide activities for pupils to:

- a) plan, draft, discuss and reflect on their writing, using ICT, where appropriate
- b) write for a range of purposes and audiences
- c) make notes in a variety of formats, e.g. thought shower, bullet points

4.2.1 Teachers will set writing tasks that have clear purposes are objective driven, which are appropriate for the age and ability of the pupils concerned and which challenge pupils.

4.2.2 Teachers will model for pupils how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation e.g. semi- colons, colons and brackets.

- 4.2.3 Where pupils are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.
- 4.2.4 Teachers will correct errors in grammar, punctuation and spelling in line with the school's marking and Marking for literacy policy (Appendix 1) and expect neat and well organized work at all times
- 4.2.5 Students will use the 'green pen' approach to correct their errors during self and peer assessment/ DIRT marking
- 4.2.6 We will:
- a) provide good models of particular kinds of writing
 - b) provide frameworks and differentiation where appropriate as a means of working towards the goal of independence
 - c) provide dictionaries and thesauruses and teach pupils how to use them
 - d) display Key vocabulary and their meanings in the classroom
 - e) teach subject specific vocabulary and spelling
 - f) encourage high standards of presentation

4.3 Speaking and Listening

Across the whole curriculum teachers will provide activities for pupils to:

- a) listen and carry out instructions
- b) listen to others and respond appropriately
- c) listen for a specific purpose
- d) explore and develop ideas with others, through their talk
- e) use oral work as a precursor to written work
- f) participate orally in pairs, groups and the whole class
- g) ask questions as well as answer them
- h) use role play as a way of exploring a wide range of registers and contexts for spoken language
- i) use language precisely and coherently and use Standard English in appropriate contexts
- j) identify the main points to arise from a discussion
- k) evaluate the effectiveness of spoken contributions in class and in other contexts

4.4 Assessment for Learning

Pupils should be given feedback on their reading, writing, listening and speaking which helps them understand the progress they are making and helps them know what and how they need to improve.

4.5 ICT and Literacy

Students use ICT in lessons to enhance their learning, such as drafting their work, using multimedia to study how words and images are used and giving presentations about their subjects.

5.0 ROLES AND RESPONSIBILITIES

5.1 Senior Leaders

Senior Leaders should:

- a) lead and give a high profile to Literacy
- b) accept overall responsibility for the delivery of the school's Literacy Policy
- c) provide opportunities for staff training on literacy
- d) support the Literacy Co-ordinator's literacy initiatives
- e) monitor departments' implementation of the Literacy Policy
- f) monitor exam and assessment outcomes to ensure that no group is disadvantaged with respect to race, ethnicity or gender
- g) ensure that all reading ages are on SIMS and on base data registers to enable staff to plan their lessons accordingly and to track students' reading ages
- h) secure a separate literacy budget

5.2 The Literacy Co-ordinator

The Literacy Co-ordinator should:

- a) support departments in the implementation of the school's Literacy Policy
- b) support departments in the implementation of literacy strategies
- c) encourage departments to learn from each other's practice by sharing ideas.
- d) work with the SLT line manager to develop and raise whole school literacy

- e) co-ordinate KS3 literacy initiatives
- f) test all Yr 7 students' reading ages on entry to the school
- g) test all Yr 8 students' reading ages annually using NGRT
- h) liaise with the SENCO about students entering the school below expected standard
- i) liaise with the teacher responsible for EAL/SENCO for bilingual beginners
- j) liaise with the HLL co-ordinator
- k) liaise with the Librarian to develop whole school literacy
- l) write a whole school Literacy Development Plan and ensure actions on the plan are carried out
- m) work with literacy advisers and the BOLD cluster
- n) help to monitor the impact of the Literacy Policy on standards of literacy
- o) provide Literacy INSET for staff
- p) provide strategies in order to support staff with the planning and teaching of reading, writing, speaking and listening
- q) provide information for parents enabling them to support their child's developing literacy
- r) co-ordinate whole school literacy events to further develop the school ethos and culture, such as, celebrating World Book Day, National Poetry Day; inviting in special guests for reading, writing, poetry; writing and poetry competitions; debates

5.3 The Librarian

The school Librarian should:

- a) provide appropriate resources to support the curriculum
- b) provide appropriate resources to support homework and other curriculum tasks
- c) support staff in teaching pupils how to research independently from a range of sources
- d) promote reading for pleasure and provide reading material appropriate to this
- e) provide a safe and supportive environment to encourage reading for pleasure

- f) promote Literacy and the pleasure in the written word by arranging author visits and trips

5.4 The Head of Department

The Head of Department should:

- a) ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the key stages
- b) seek to find opportunities to liaise with the Whole School Literacy Co-ordinator and the English Department to provide continuity
- c) monitor the work of the department with regard to the inclusion of subject specific literacy strategies in lesson planning
- d) encourage good practice e.g. modelling and close collaboration between colleagues in order to promote literacy developments
- e) use available assessment data to identify appropriate literacy strategies
- f) establish displays within their curriculum area that contain standards English and support whole school Literacy

5.5 All staff

All staff should:

- a) should ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- b) should use the agreed strategies provided by the Literacy Co-ordinator in order to teach Writing, Speaking, Listening and Reading skills
- c) should be able to identify a pupil's literacy strengths and weaknesses and know how to build upon these in order to promote pupil progress
- d) should ensure that pupils take increasing responsibility for recognising their own literacy needs and making improvements
- e) should have a Literacy focus in every lesson, such as key words, spellings, grammar and planned opportunities for pupils to practice technical terms
- f) should have literacy displays in their classroom, such as word walls, guidelines to support literacy across the curriculum and literacy for their specific subject, such as key words

5.6 The SENCO

The Special Educational Needs Co-ordinator should:

- a) liaise with the Literacy Co-ordinator about students entering the school below expected standard
- b) liaise with the Literacy Co-ordinator about Lexia and Reading Plus
- c) communicate with all subject staff about those pupils who have literacy difficulties and give advice on what staff can do to help these pupils in their subject
- d) monitor pupils with literacy difficulties through IEPs and review meetings
- e) provide Specialist Teacher assessment to screen for SPLD (specific learning difficulties) and SLI (specific language impairment), e.g. dyslexia
- f) provide Specialist Teacher assessment to secure appropriate access arrangements in public examinations
- g) liaise with Speech and Language Therapy Services

5.8 The EAL Co-ordinator

- a) liaise with the Literacy Co-ordinator about bilingual students and their progress
- b) Promote dual language books to be read
- c) Liaise with the Literacy Co-ordinator and the SENCO in order for literacy resources/documents to be translated in different languages and to raise the literacy level of bilingual learners
- d) Liaise with the school Librarian to ensure bilingual and multicultural resources are available in the Library, to ensure multicultural reading programmes in the library and to raise the literacy level of bilingual learners.

6.0 MONITORING AND EVALUATION

Whole school literacy work should be monitored and evaluated through the Academy Quality Assurance Schedule:

- a) book and folder Scrutiny
- b) checks on departmental schemes of work and lesson plans
- c) departmental literacy displays
- d) lesson observations
- e) targeted learning walks
- f) meetings
- g) student voice;
- h) scrutiny of development plans
- i) encouraging departments to share good practice by exhibiting or exemplifying pupils' work